

1. What is our purpose?

To inquire into the following:

Transdisciplinary theme:

Where we are in place and time

Central idea: The success of a civilization is dependent on human and physical factors.

Summative assessment task(s):

Civilizations Expo:

Students will demonstrate knowledge and understanding through the development and description of an existing, past or made up civilization.

Assessment Tools:

Teacher rubric

Checklist

Class/grade: Year 1 and 2

Age group:



PYP planner

School: School code:

Title: Civilizations

Teacher(s):

Date: January 2010

Proposed duration: number

2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?
Connection, change

Related Concepts:
Causation, function

What lines of inquiry will define the scope of the inquiry into the central idea?

- Characteristics of civilizations change over time
- Past and present civilisations are connected
- Recognise similarities and differences between civilizations

What teacher questions/provocations will drive these inquiries?

- What is an ancient civilization?
- What evidence of ancient civilizations is around today?
- What can artifacts tell us about civilizations?

Provocations:

-library books

-timeline outside: how far back would we have to walk to show when dinosaurs were around/we were born etc.

Learner Profile Focus

-reflective: reflect on life in previous times

Transdisciplinary Skills

- Research
- Communication – expo
- Thinking

3. How might we know what we have learned?

This column should be used in conjunction with “How best might we learn?”

What are the possible ways of assessing students' prior knowledge and skills?
What evidence will we look for?

Pre-Assessment:

- Use pictures from existing civilizations to prompt discussion and determine prior knowledge.

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

Formative Assessment:

- Island auction to demonstrate an understanding of key attributes of a successful civilization. Children given opportunity to purchase items within a civilization to select key elements to enable them to successfully build their own civilization.

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

-library books, student books from home, websites, recycled boxes etc for construction

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

-used canteen for expo

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

- Role playing of different roles from ancient civilizations
- Make artifacts from ancient times
- Research into ancient civilistions
- Created civilization components from plasticine
- Encourage thinking about systems In place within a civiliazion – ie community, access to water etc
- Watch Atlantis/Asterix – through BBC website
- Compare and contract various civilizations
- Archeological dig for artifacts
- Island activity: auctioning health care, road works, libraries; prioritizing spending of budgets
- Make buildings from ancient times eg. Great Wall of China, Parthenon, Coliseum
- Design space to create own civilization
- Language activies – use civilization books to sort

6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

Students were engaged throughout the UOI and demonstrated a strong interest in civilizations. However, although student knowledge about individual civilizations was strong the understanding of the requirements of a civilization to function were weak. Eg. Government bureaucracy.

Students developed their awareness of the connections between the past and the present. The clearest evidence was with buildings eg The Great Wall of China, the Acropolis.

A concern with this UOI was its abstract nature due to lack of primary resources and the limited experience these students have had of visiting ancient sites. Research became very class based.

Should children visit an ancient site in Vietnam? Is there a museum of antiquities?

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

In addition to teacher rubrics, self and peer assessments could have been conducted.

Conferencing between students and between students and teachers to ascertain levels of understanding. While this occurred at the Expo, it would have been more beneficial to have formal interviews.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

The students were able to identify similarities and differences between current and ancient civilizations. They identified these connections through the observations of buildings and structures, however few students were about to demonstrate an understanding of the significance of the roles of government, rules and legislations of these civilizations.

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- develop an understanding of the concepts identified in "What do we want to learn?"
 - compare and contrast of civilizations (change/connection)
 - the island auction (connection)
- demonstrate the learning and application of particular transdisciplinary skills?
 - Thinking: comparing civilizations
 - Communication: Civilizations expo: students presented and demonstrated their knowledge and understanding of a civilization of their choice
 - Research: finding and analyzing information about their chosen civilization
- develop particular attributes of the learner profile and/or attitudes?
 - Creativity: building and constructing artifacts from civilizations
 - Curiosity; examine artefacts, archeological dig

8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

- Why do civilizations disappear? Eg. Egypt, Greece, Rome
- What was the ancient civilization in Vietnam like?
- How can we find out more about ancient Vietnamese civilization?

Students researched the demise of ancient Rome and Egypt using internet resources.

Students initiated conversations and discussions with Vietnamese parents and family about ancient Vietnam.

At this point teachers should go back to box 2 "What do we want to learn?" and highlight the teacher questions/provocations that were most effective in driving the inquiries.

- What can artifacts tell us about a civilization?
- Recognise similarities and differences between civilizations

What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

- Students made their own artifacts and brought them to school
- Students purchased and brought in books related to the central idea

9. Teacher notes

- Atlantis: movie. Will this enhance student understanding of ancient civilizations or merely confuse?
- more books of an appropriate reading age are required in the library
- more audiovisual resources
- field trips to archeological sites would have been a good idea to develop student's local understanding